

Grade Four

Excitement rises when fourth-grade students recognize the artist within them and the importance of the arts in learning. In their study of California history, they learn that the arts can help them discover the rich cultural heritage of their state as reflected in dance, music, theatre, and the visual arts. Building on previous experiences, they discover their own ability to communicate through the arts and can use music notation, knowledge of structure and style, and advanced technical skill to create works of art. At this age they understand that the arts are more than lines, spaces, colors, movements, or notes on a page. Rather, these elements can be combined to create meaning.



Dance

Students demonstrate concentration and physical control, improvising longer and more technical movement phrases as they learn the foundation of choreography. They describe music and dance from various countries and the relationship of the dance forms to their geographic location, thereby increasing their perceptual and aesthetic valuing skills. In their descriptions and discussions, they use dance vocabulary and apply specific criteria in their evaluations. By experiencing the choreographic process, they can talk about how it is related to the creative writing process.



Music

Students not only sing and play melodies and accompaniments in various forms and from many cultures but also compose melodic patterns, a precursor to writing music. They also employ their expanding vocabulary of music and classify a variety of instruments by how they produce sound. By learning more about music from around the world, they can recognize the influence of various cultures on music. They also evaluate how practice and rehearsal improve their performance.



Theatre

Students increase their theatre vocabulary as they improve their acting skills by exploring how voice affects meaning and how costumes and makeup communicate information about character. They also describe how an audience is affected differently by live theatre, movies, television, and radio. In designing costumes, props, makeup, or masks,



students learn how to apply color, perspective, composition, and other visual art elements and principles. They also learn that storytelling and theatrical traditions from many cultures are a part of the history of California and that the entertainment industry has an important role in the state.



Visual Arts



Students use their knowledge of proportion and measurement learned in mathematics when they create a portrait. Measuring from the top of the head to under the chin, they find that the eyes are halfway between. Another thing learned is that blank space in a painting (negative space) is just as important to what is being expressed as are the objects in the painting (positive space). And by learning the concept of point of view, students can describe how a person's own cultural point of view may influence that person's responses to a work of art. Connecting the visual arts and California history, they can discuss the content of artworks created by artists from various cultures.



Key Content Standards Grade Four

Dance	Music	Theatre	Visual Arts
 <p>1.1 <i>(Artistic Perception)</i> Demonstrate mental concentration and physical control in performing dance skills.</p> <p>2.2 <i>(Creative Expression)</i> Improvise extended movement phrases.</p> <p>3.2 <i>(Historical and Cultural Context)</i> Name the musical accompaniment and explain how it relates to the dances they have studied.</p> <p>5.4 <i>(Connections, Relationships, Applications)</i> Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).</p>	 <p>1.1 <i>(Artistic Perception)</i> Read, write, and perform melodic notation for simple songs in major keys, using solfège.</p> <p>2.1 <i>(Creative Expression)</i> Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</p> <p>2.2 <i>(Creative Expression)</i> Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.</p> <p>2.3 <i>(Creative Expression)</i> Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p>	 <p>2.3 <i>(Creative Expression)</i> Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.</p> <p>3.1 <i>(Historical and Cultural Context)</i> Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.</p> <p>4.2 <i>(Aesthetic Valuing)</i> Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.</p>	 <p>2.5 <i>(Creative Expression)</i> Use accurate proportions to create an expressive portrait or a figure drawing or painting.</p> <p>2.6 <i>(Creative Expression)</i> Use the interaction between positive and negative space expressively in a work of art.</p> <p>3.2 <i>(Historical and Cultural Context)</i> Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.</p> <p>4.2 <i>(Aesthetic Valuing)</i> Identify and describe how a person's own cultural context influences individual responses to works of art.</p>

Grade Four Content Standards

Component Strand: 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Demonstrate mental concentration and physical control in performing dance skills.</p> <p>1.2 Demonstrate the ability to use smoother transitions when connecting one movement phrase to another.</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).</p> <p>1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Describe a specific movement, using appropriate dance vocabulary.</p> <p>1.6 Identify, define, and use <i>phrasing</i> in dances learned or observed.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfège.</p> <p>1.2 Read, write, and perform diatonic scales.</p> <p>1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.4 Describe music according to its elements, using the terminology of music.</p> <p>1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</p> <p>1.6 Recognize and describe aural examples of musical forms, including rondo.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>plot</i>, <i>conflict</i>, <i>climax</i>, <i>resolution</i>, <i>tone</i>, <i>objectives</i>, <i>motivation</i>, and <i>stock characters</i>, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify a character's objectives and motivations to explain that character's behavior.</p> <p>1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. <i>Examples:</i> <i>"I want you to go."</i> <i>"I want you to go."</i> <i>"I want you to go."</i></p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe contrast and emphasis in works of art and in the environment.</p> <p>1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.</p> <p>1.3 Identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.</p> <p>1.4 Describe the concept of proportion (in face, figure) as used in works of art.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.5 Describe and analyze the elements of art (color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.</p>

Grade Four Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create, develop, and memorize set movement patterns and sequences.</p> <p>2.2 Improvise extended movement phrases.</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.</p> <p>2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.5 Convey a range of feelings through shape/postures and movements when performing for peers.</p> <p>2.6 Perform improvised movement and dance studies with focus and expression.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</p> <p>2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1 Demonstrate the emotional traits of a character through gesture and action.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).</p> <p>2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).</p> <p>2.2 Use the conventions of facial and figure proportions in a figure study.</p> <p>2.3 Use additive and subtractive processes in making simple sculptural forms.</p> <p>2.4 Use fibers or other materials to create a simple weaving.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.</p> <p>2.6 Use the interaction between positive and negative space expressively in a work of art.</p> <p>2.7 Use contrast (light and dark) expressively in an original work of art.</p> <p>2.8 Use complementary colors in an original composition to show contrast and emphasis.</p>

Grade Four Content Standards



Component Strand: 3.0 Historical and Cultural Context

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).</p> <p>3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.</p> <p><i>History and Function of Dance</i></p> <p>3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).</p> <p><i>Diversity of Dance</i></p> <p>3.4 Perform and identify folk/traditional and social dances from California history.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Explain the relationship between music and events in history.</p> <p><i>Diversity of Music</i></p> <p>3.2 Identify music from diverse cultures and time periods.</p> <p>3.3 Sing and play music from diverse cultures and time periods.</p> <p>3.4 Compare musical styles from two or more cultures.</p> <p>3.5 Recognize the influence of various cultures on music in California.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.</p> <p><i>History of Theatre</i></p> <p>3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.</p> <p>3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.</p>




Grade Four Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history–social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).</p> <p>4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).</p> <p>4.4 List the expectations the audience has for a performer and vice versa.</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Use specific criteria when judging the relative quality of musical performances.</p> <p><i>Derive Meaning</i></p> <p>4.2 Describe the characteristics that make a performance a work of art.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.</p> <p>4.2  Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.3 Describe students' responses to a work of theatre and explain what the scriptwriter did to elicit those responses.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.</p> <p>4.2  Identify and describe how a person's own cultural context influences individual responses to works of art.</p> <p>4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.4 Identify and describe how various cultures define and value art differently.</p> <p>4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.</p>

Grade Four Content Standards

Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).</p> <p>5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.</p> <p>5.3 Demonstrate a recognition of personal space and respect for the personal space of others.</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.4  Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Identify and interpret expressive characteristics in works of art and music.</p> <p>5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p> <p>5.3 Relate dance movements to express musical elements or represent musical intent in specific music.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Evaluate improvement in personal musical performances after practice or rehearsal.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Dramatize events in California history.</p> <p>5.2 Use improvisation and dramatization to explore concepts in other content areas.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.</p> <p>5.2 Identify through research twentieth-century artists who have incorporated symmetry as part of their work and then create a work of art, using bilateral or radial symmetry.</p> <p><i>Visual Literacy</i></p> <p>5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.</p>

Grade Five

Fifth-grade students bring to the classroom a strong sense of what they like and dislike and can tell why they hold their opinions. At this age they are growing in ability to talk about, describe, and evaluate the arts, using specific criteria, and understand and work with complex concepts in the arts. Inventing new possibilities for dance sequences, composing music, developing plots in theatre, and using perspective in the visual arts are all within their grasp.

With this new level of sophistication, students can explore the rich history of the arts in this country, working to gain a deep understanding of the vast array of artists and works of art this nation has to offer. Having dance, music, theatre, and the visual arts in the classroom can provide students with a broad background in the arts and with experiences to support learning throughout the curriculum. Using their increased knowledge and skills, students can now improvise, create, and perform in all the arts.



Dance

Students use variety, contrast, and unity as they create, learn, and perform dances, applying their knowledge of dance and performance skills to analyze possible solutions and strategies for specific problems with movement. In their study of United States history, they learn to perform traditional, social, and theatrical dances from the eighteenth and nineteenth centuries. They also develop and apply specific criteria for critiquing dance performances that show more in-depth analysis and assessment of technical skill, musicality, dynamics, and mood.





Music

Students analyze how different elements are used in music of various styles and from many cultures as they increase their musical skills by singing and playing instruments. They also learn to create simple melodies and read and write those melodies on the treble clef. And because of their increased knowledge of musical elements and vocabulary, they develop and apply appropriate criteria to support their opinions about specific musical selections.



Theatre

Students describe theatrical experiences with an increased vocabulary, using such terms as *protagonist* and *antagonist*. They identify more complex structural elements of plot in a script, discover universal themes in the theatrical literature they are studying, and recognize more fully how theatre, television, and films play a part in their daily lives. Using appropriate criteria for critiquing theatrical performances, they can judge what they see and hear.





Visual Arts








Principles of design, such as composition, emphasis, unity, and the depiction of space, become part of the visual arts vocabulary and are applied as students create original works of art with traditional and new media. Students refine their artistic skills, such as perspective, and use those skills in drawings, sculpture, mixed media, and digital media (e.g., computer-generated art, digital photography, and videography). Using a defined set of criteria to describe how they would change or improve their work, they become more proficient in assessing their artwork.



Key Content Standards Grade Five




Dance	Music	Theatre	Visual Arts
 <p>1.4 (<i>Artistic Perception</i>) Incorporate the principles of variety, contrast, and unity with dance studies.</p> <p>2.2 (<i>Creative Expression</i>) Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.</p> <p>3.2 (<i>Historical and Cultural Context</i>) Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.</p> <p>4.2 (<i>Aesthetic Valuing</i>) Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).</p> <p>5.1 (<i>Connections, Relationships, Applications</i>) Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).</p>	 <p>1.1 (<i>Artistic Perception</i>) Read, write, and perform simple melodic notation in treble clef in major and minor keys.</p> <p>1.4 (<i>Artistic Perception</i>) Analyze the use of music elements in aural examples from various genres and cultures.</p> <p>2.3 (<i>Creative Expression</i>) Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p> <p>4.2 (<i>Aesthetic Valuing</i>) Develop and apply appropriate criteria to support personal preferences for specific musical works.</p>	 <p>1.1 (<i>Artistic Perception</i>) Use the vocabulary of theatre, such as <i>sense memory</i>, <i>script</i>, <i>cue</i>, <i>monologue</i>, <i>dialogue</i>, <i>protagonist</i>, and <i>antagonist</i>, to describe theatrical experiences.</p> <p>2.1 (<i>Creative Expression</i>) Participate in improvisational activities to explore complex ideas and universal themes in literature and life.</p> <p>3.3 (<i>Historical and Cultural Context</i>) Analyze ways in which theatre, television, and film play a part in our daily lives.</p> <p>4.1 (<i>Aesthetic Valuing</i>) Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p>	 <p>1.1 (<i>Artistic Perception</i>) Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.</p> <p>2.3 (<i>Creative Expression</i>) Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).</p> <p>2.6 (<i>Creative Expression</i>) Use perspective in an original work of art to create a real or imaginary scene.</p> <p>3.3 (<i>Historical and Cultural Context</i>) Identify and compare works of art from various regions of the United States.</p> <p>4.4 (<i>Aesthetic Valuing</i>) Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.</p>

Grade Five Content Standards			
Component Strand: 1.0 Artistic Perception			
Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.</p> <p>1.2 Name and use a wide variety of movements (e.g., isolations/whole body).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.</p> <p>1.4  Incorporate the principles of variety, contrast, and unity with dance studies.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Use appropriate dance vocabulary to describe dances.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1  Read, write, and perform simple melodic notation in treble clef in major and minor keys.</p> <p>1.2 Read, write, and perform major and minor scales.</p> <p>1.3 Read, write, and perform rhythmic notation, including quarter note triplets and tied syncopation.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.4  Analyze the use of music elements in aural examples from various genres and cultures.</p> <p>1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.</p> <p>1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1  Use the vocabulary of theatre, such as <i>sense memory, script, cue, monologue, protagonist, and antagonist</i>, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1  Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.</p> <p>1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.</p>

Grade Five Content Standards





Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movement</i></p> <p>2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.</p> <p>2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).</p> <p>2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.</p> <p>2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.</p> <p>2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use one-point perspective to create the illusion of space.</p> <p>2.2 Create gesture and contour observational drawings.</p> <p>2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Create an expressive abstract composition based on real objects.</p> <p>2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.</p> <p>2.6 Use perspective in an original work of art to create a real or imaginary scene.</p> <p>2.7 Communicate values, opinions, or personal insights through an original work of art.</p>

Grade Five Content Standards			
Component Strand: 3.0 Historical and Cultural Context			
Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.</p> <p><i>History and Function of Dance</i></p> <p>3.2 Identify and perform  folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.</p> <p><i>Diversity of Dance</i></p> <p>3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</p> <p><i>Diversity of Music</i></p> <p>3.2 Identify different or similar uses of musical elements in music from diverse cultures.</p> <p>3.3 Sing and play music from diverse cultures and time periods.</p> <p>3.4 Describe the influence of various cultures and historical events on musical forms and styles.</p> <p>3.5 Describe the influences of various cultures on the music of the United States.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.</p> <p>3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.</p> <p><i>History of Theatre</i></p> <p>3.3 Analyze ways in which  theatre, television, and film play a part in our daily lives.</p> <p>3.4 Identify types of early American theatre, such as melodrama and musical theatre.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Describe how local and national art galleries and museums contribute to the conservation of art.</p> <p>3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Identify and compare  works of art from various regions of the United States.</p> <p>3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.</p>

Grade Five Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.</p> <p>4.2  Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.</p> <p>4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.</p> <p><i>Derive Meaning</i></p> <p>4.2  Develop and apply appropriate criteria to support personal preferences for specific musical works.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1  Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Describe devices actors use to convey meaning or intent in commercials on television.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.</p> <p>4.2 Compare the different purposes of a specific culture for creating art.</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Develop and use specific criteria as individuals and in groups to assess works of art.</p> <p>4.4  Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.</p>



Grade Five Content Standards

Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).</p> <p>5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).</p> <p>5.3 Cite examples of the use of technology in the performing arts.</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Explain the role of music in community events.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify ways in which the music professions are similar to or different from one another.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use linear perspective to depict geometric objects in space.</p> <p><i>Visual Literacy</i></p> <p>5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment</p>

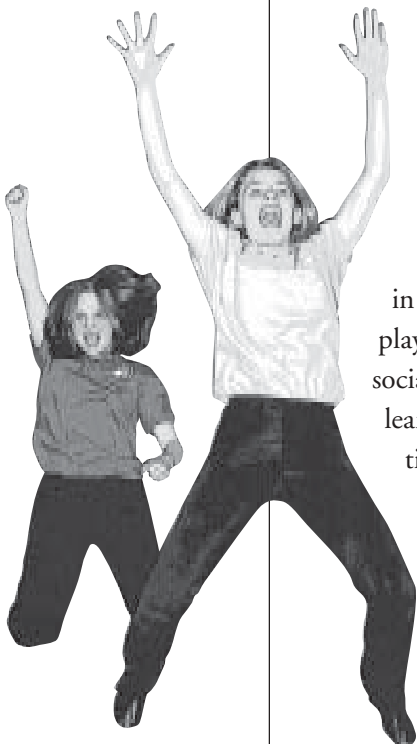
Grade Six

Sixth-grade students are beginning to find their way in a wider setting. Starting the process of defining their point of view through the arts, they are also bringing together basic concepts they have learned throughout elementary school, learning more rigorous skills and determining how to apply those skills. Further, they are learning to link particular art forms to the communication of meaning. Becoming more responsible for their aesthetic choices, they want to learn the skills needed to express their individuality effectively because they are constantly comparing themselves to others. They continue to acquire skills that improve their self-confidence and increase their arts vocabulary and begin to understand how culture and the arts interact. And they are learning to be responsible to themselves and their classmates through participation in creative groups and ensembles. Through the arts students achieve a balance leading to a healthy, creative transition to the increasingly complex academic life to come.

Students are enjoying a wealth of arts experiences as their focus shifts from self-contained elementary school classes. Some are instructed by arts specialists, such as the instrumental and vocal directors, who help students increase their ability to read, write, and perform music. In the interactive setting of a theatre class, students study, create, and perform literary works, thereby gaining additional connections with the language arts curriculum. In turn, dance instruction provides students with opportunities for increased expression through move-

ment and spatial awareness, and in the visual arts students might create a project in the tradition of the civilizations they are studying in ancient history. Through all of these rich, interrelated arts studies, students discover a greater sense of self-confidence and a deeper knowledge of their place in history and society. And focused practice in applying the elements of the arts and thoughtful descriptions of their use in artwork help students in both creative expression and artistic valuing.

In all of the arts, students are developing ideas, moods, and themes in increasingly complex dance studies, musical performances, scenes and plays, and original works of visual art. Through their studies in history—social science and their performance and research in the arts, they are learning more about the role the arts have played in varied cultures and time periods. Across the curriculum in each of the arts, students are increasing their ability to apply appropriate criteria to evaluate artwork. Doing so helps them improve their own work and become more discriminating members of the audience and viewers of the arts.





Dance

Students apply variations of force and energy in their dance movements, demonstrating physical control and coordination as they perform different types of movement. Their dances show a variety of movements that use the principles of contrast and unity. At the same time students' movements and dances reveal deeper expressive intent and integrate the elements of dance in more complex ways.

Music

Students use standard music symbols for pitch, meter, and rhythm. They can improvise short, simple melodies and arrange favorite musical examples for different groups of voices or instruments. They are also able to relate why specific musical works of the past are considered exemplary and can explain how music can convey mental images, feelings, and emotions. As they perform, they are able to move beyond rote performances of musical selections and employ deeper emotional subtleties.



Theatre

Students use such terms as *vocal projection* and *subtext* as they describe their theatrical experiences. As they perform, they show effective vocal and facial expressions, gestures, and timing. In writing plays and short theatrical scenes, they include monologues and dialogues showing a range of character types from a variety of cultures. Now students can use and evaluate with more confidence the makeup, lighting, props, and costumes employed in theatre.





Visual Arts

Students analyze how balance is used in two- and three-dimensional works of art. Using artwork to express a mood, a feeling, or an idea, they demonstrate more complexity and technical skill in their drawings, paintings, and sculpture. Through the use of a variety of resources, they can research and discuss the visual arts throughout history. They are also able to recognize and use art as a metaphor for abstract ideas expressed in a variety of cultures and historical periods.





Key Content Standards Grade Six




Dance	Music	Theatre	Visual Arts
 <p>1.1 <i>(Artistic Perception)</i> Demonstrate focus, physical control, coordination, and accurate reproduction in performing loco-motor and axial movement.</p> <p>1.4 <i>(Artistic Perception)</i> Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.</p> <p>2.2 <i>(Creative Expression)</i> Compare and demonstrate the difference between imitating movement and creating original material.</p> <p>3.3 <i>(Historical and Cultural Context)</i> Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).</p> <p>4.1 <i>(Aesthetic Valuing)</i> Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).</p>	 <p>1.2 <i>(Artistic Perception)</i> Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>2.1 <i>(Creative Expression)</i> Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).</p> <p>2.3 <i>(Creative Expression)</i> Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).</p> <p>2.6 <i>(Creative Expression)</i> Improvise simple melodies.</p> <p>4.1 <i>(Aesthetic Valuing)</i> Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.</p> <p>4.2 <i>(Aesthetic Valuing)</i> Explain how various aesthetic qualities convey images, feeling, or emotion.</p>	 <p>1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as <i>action/reaction</i>, <i>vocal projection</i>, <i>subtext</i>, <i>theme</i>, <i>mood</i>, <i>design</i>, <i>production values</i>, and <i>stage crew</i>, to describe theatrical experiences.</p> <p>2.2 <i>(Creative Expression)</i> Use effective vocal expression, gesture, facial expression, and timing to create character.</p> <p>2.3 <i>(Creative Expression)</i> Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.</p> <p>3.2 <i>(Historical and Cultural Context)</i> Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.</p> <p>4.1 <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.</p>	 <p>1.4 <i>(Artistic Perception)</i> Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).</p> <p>2.4 <i>(Creative Expression)</i> Create increasingly complex original works of art reflecting personal choices and increased technical skill.</p> <p>2.5 <i>(Creative Expression)</i> Select specific media and processes to express moods, feelings, themes, or ideas.</p> <p>3.1 <i>(Historical and Cultural Context)</i> Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).</p> <p>4.4 <i>(Aesthetic Valuing)</i> Change, edit, or revise their works of art after a critique, articulating reasons for their changes.</p>

Grade Six Content Standards			
Component Strand: 1.0 Artistic Perception			
Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.</p> <p>1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals and triads.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>1.3 Transcribe simple aural examples into rhythmic notation.</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.</p> <p>1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Visual Arts Knowledge and Vocabulary</i></p> <p>1.1 Identify and describe all the elements of art found in selected works of art (color, shape/form, line, texture, space, value).</p> <p>1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.</p> <p>1.3 Describe how artists can show the same theme by using different media and styles.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).</p>

Grade Six Content Standards

Component Strand: 2.0 Creative Expression

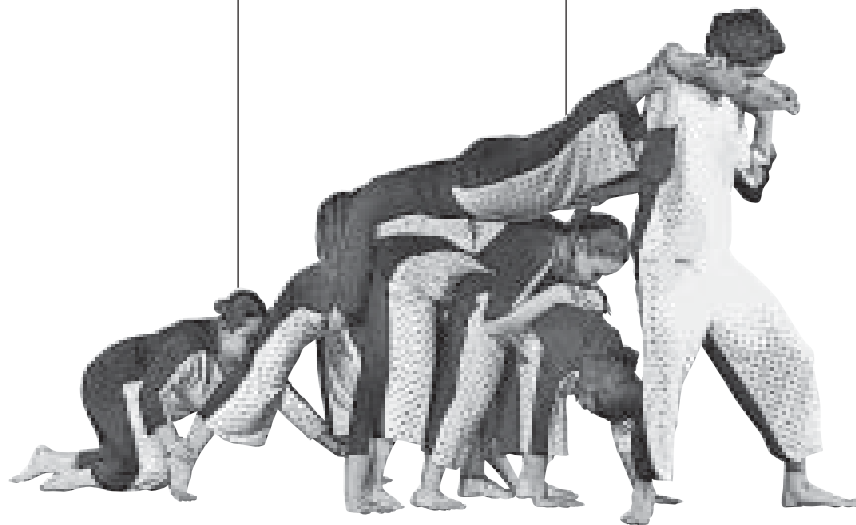
Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.</p> <p>2.2 Compare and demonstrate the difference between imitating movement and creating original material.</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Describe and incorporate dance forms in dance studies.</p> <p>2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).</p> <p>2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.</p> <p><i>Communication of Meaning in Dance Through Dance Performance</i></p> <p>2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.</p> <p>2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).</p> <p>2.2 Sing music written in two parts.</p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Compose short pieces in duple and triple meters.</p> <p>2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound.</p> <p>2.6 Improvise simple melodies.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.</p> <p>2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use various observational drawing skills to depict a variety of subject matter.</p> <p>2.2 Apply the rules of two-point perspective in creating a thematic work of art.</p> <p>2.3 Create a drawing, using varying tints, shades, and intensities.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.</p> <p>2.5 Select specific media and processes to express moods, feelings, themes, or ideas.</p> <p>2.6 Use technology to create original works of art.</p>

Grade Six Content Standards			
Component Strand: 3.0 Historical and Cultural Context			
Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Compare and contrast features of dances already performed from different countries.</p> <p><i>History and Function of Dance</i></p> <p>3.2 Explain the importance and function of dance in students' lives.</p> <p><i>Diversity of Dance</i></p> <p> 3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.</p> <p>3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).</p> <p><i>Diversity of Music</i></p> <p>3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.</p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> <p>3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Create scripts that reflect particular historical periods or cultures.</p> <p><i>History of Theatre</i></p> <p> 3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1  Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).</p> <p>3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.</p>

Grade Six Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).</p> <p>4.2 Propose ways to revise choreography according to established assessment criteria.</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Discuss the experience of performing personal work for others.</p> <p>4.4 Distinguish the differences between viewing live and recorded dance performances.</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.</p> <p><i>Derive Meaning</i></p> <p>4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.</p> <p>4.3 Identify aesthetic qualities in a specific musical work.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Construct and describe plausible interpretations of what they perceive in works of art.</p> <p>4.2 Identify and describe ways in which their culture is being reflected in current works of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.</p> <p>4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.</p>



Grade Six Content Standards			
Component Strand: 5.0 Connections, Relationships, Applications			
Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).</p> <p>5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Describe how knowledge of music connects to learning in other subject areas.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify career pathways in music.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history–social science of how persuasion and propaganda are used in advertising.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Research how art was used in theatrical productions in the past and in the present.</p> <p>5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.</p> <p>5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.</p> <p><i>Visual Literacy</i></p> <p>5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.</p>